



Growing Tomorrow's Leaders Today

Al J. Condit  
Elementary School

## **Fall 2020 Instructional Plan**

**Note about this publication:** The staff and leadership of Condit Elementary School relies on, and contributes to, learning conversations with other schools both in the immediate area and around the world. Our Instructional Plan was developed by borrowing, with permission, from publications created by other schools. Special thanks to the Rabat American School and Principal Katie Koenig for her guidance in the development of this document. Full credit to the American Cooperative School Tunis and American School in Japan for lending the structure and much of the work from which this publication was developed.

## Condit Elementary Fall Instructional Plan

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## Introduction

The Condit Elementary Instructional Plan provided guidance and support for a period of time where teaching and learning is virtual. This plan is designed to clarify the roles of school staff, students, and families during the implementation of remote instruction, including content delivery. This plan also provides clear expectations regarding the amount of time students will need to devote to schooling each day and throughout the week.

Our Campus Instructional Plan includes operational and instructional systems to keep the campus moving during interrupted, or virtual, schooling. Our main goal is to keep instruction at the forefront for all students. Condit Elementary will be implementing an asynchronous instructional model and while providing synchronous live support. Students will complete self-paced and personalized activities via the HUB through HISD @ H.O.M.E. with computers, laptops, tablets, and Chromebooks. Students will be assigned work to complete and will have access to an instructional support schedule from their classroom teacher that is timely, appropriate, targeted, and predictable.

Microsoft Teams is the district's digital platform that offers virtual communication and collaboration, which is available through HISD @ H.O.M.E., that provides a secure communication between teachers and students as well as collaboration between staff members. The HUB will be used as the district's learning management platform. The platform provides access to multiple digital resources to personalize instruction through digital lesson plans created by teachers. The HISD Connect Parent Portal will be available for registered users (i.e., parents and students) to log in to access a variety of student information. The district will provide virtual professional development opportunities for all stakeholders.

Condit's Instructional Plan also provides information about daily attendance procedures so that you will know what students need to do each day/week to be considered present. Guidelines on grading are provided to ensure that students are clear on what is expected from them. Teachers will provide weekly student feedback on student performance and monitor students' progress toward proficiency in skills and content.



Growing Tomorrow's Leaders Today

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## Condit's Approach to Virtual Learning

Growing Tomorrow's Leaders Today, Condit's mission, doesn't stop simply because we are in a virtual environment. Leading means leveraging the 7 Habits regardless of *where* we are. School may look a bit different, but our approach to developing young leaders continues to guide our decision making.

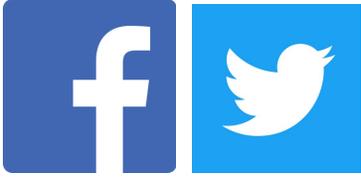
The learning experiences teachers design when school is in regular session cannot be simply replicated through virtual learning. In particular, the invaluable social interactions that occur naturally among students and between teachers and students cannot be recreated in the same way. Additionally, teachers must find new methods for providing timely and specific feedback to support student growth and learning.

At the core of Condit's approach to virtual learning is the belief we should think differently about our opportunities when responding to challenging circumstances, and we should embrace new opportunities for students to learn in authentic, meaningful ways.

## How will Condit communicate with parents and students?

Condit will continue to use the same channels it employs for normal day-to-day communications with parents, students, and faculty/staff. They contain announcing and messaging tools that will allow Condit to ensure that all students and parents are receiving important communications. The table below describes these systems:

Channel	Audience	Description & Access
District Callouts, District Text Messages, District Social Media Accounts	Faculty, staff, parents	Houston Independent School district will utilize all communication methods to indicate opening and closure of schools, including Condit Elementary.
Class Dojo and SchoolMessenger Callsouts and Emails	Faculty, staff, parents	Class Dojo is used for all major communications and announcements including those from Administration. Class Dojo serves as a hub, where parents can be directed to district or building specific information. Both the callout and email function of SchoolMessenger will be used to communicate school specific information.
PTO Communications	Faculty, staff, parents	Condit PTO will utilize their regular communication publications (Condit Happenings and Cat Chat) to share school specific information as it pertains to parent involvement.

Microsoft Teams, The HUB, and Digital Tools (Flipgrid, Freckle, Imagine Suite, etc.)	Students	Our teachers/students will continue to utilize online tools to provide a platform to use their voice, complete work, and create content.
	General Public	Connect with us on social media! We have the same handle on both: @ConditES
Condit Elementary HISD Website	General Public	You can find general district information at <a href="http://www.houstonisd.org">http://www.houstonisd.org</a> and Condit information at <a href="http://www.houstonisd.org/conditelem">http://www.houstonisd.org/conditelem</a>
Condit PTO	Condit Parents	Connect with Condit PTO at <a href="http://conditpto.org">conditpto.org</a> You can sign up to receive Condit Happenings each week and the monthly edition of Cat Chat.

## Guidelines for Condit ES Teachers

The transition to virtual learning will not be simple or easy. Teachers will need to think differently about how to communicate, give instruction, and provide feedback; how to design lessons and assignments that are authentic and meaningful; and how to ensure students continue to collaborate and communicate with others. The guidelines provided below are intended to help teachers, and parents, reflect on challenges they'll confront in shifting to virtual learning.

1. Evaluate your students' conditions for virtual learning. While many students will have reliable online access at home and the necessary devices to shift to virtual learning, others will not. Teachers should remember that each family's circumstances will vary and they should avoid assumptions about limitations or restrictions students are facing. Condit staff will survey parents to confirm their location and whether their online access is reliable as well as what devices the student has at his/her disposal. Keep an open dialogue with families and avoid assumptions that all students' circumstances are the same.
2. Teachers should remember that while many students will thrive with virtual learning, others will struggle. Many families will be experiencing new learning platforms (Microsoft Teams, the HUB) that provide different experiences. Be prepared to support.
3. Less is more. Teachers need to take a perspective of prioritization, including the pacing of lessons and assignments. It can also be hard to know exactly how long school closure might last, which makes longer-term planning difficult.
4. Provide space for personalized learning. Virtual learning can provide opportunities for students to personalize what, how, and when they learn. School closure could also create opportunities for more authentic learning, particularly if students are spread around the world.
5. When it comes to student engagement and learning, relationships matter as much online as they do in person. Consider how to foster community when we aren't in the same room.
6. Think differently about assessment. Assessment is one of the most challenging adjustments for teachers new to virtual learning. Virtual learning should be seen as an opportunity for students to learn in different ways and complete a variety of products. Teachers are encouraged to think differently about the end goal to performance instead of forcing a traditional assessment method that doesn't fit virtual learning. Thinking differently about assessment will positively influence the experience for students, leverage the strengths of virtual learning, and prevent frustration on the teacher's part when traditional methods do not work.

## Guidelines for Condit ES Parents

The transition to virtual learning will be challenging for families. Parents will need to think differently about how to support their children; how to create structures and routines that allow their children to be successful; and how to monitor and support their children's learning. Some students will thrive with virtual learning, while others may struggle. The 9 guidelines provided below are intended to help parents think about what they can do to help their children find success in a virtual learning environment.

1. Establish routines and expectations. We encourage parents to set regular hours for your children's school work. Keep normal bedtime routines for younger children. Your children should move regularly and take periodic breaks as they work. It is important that parents set these expectations for how their children will spend their days starting as soon as virtual learning is implemented, not several days later after it becomes apparent a child is struggling with the absence of routine.
2. Define the physical space for your child's study. Your child may have a regular place for doing homework under normal circumstances, but this space may or may not be suitable for an extended period of time, as will be the case if virtual learning is implemented. We encourage families to establish a space/location where their children will learn most of the time. This should be a public/family space, and, whenever possible, not in a child's bedroom. It should be a place that can be quiet at times and have a strong wireless internet signal, if possible. Above all, it should be a space where parents or an adult are present and monitoring their children's learning.
3. Monitor communications from your children's teachers. Teachers will communicate with parents through Class Dojo. Contact their children's teachers, however, we ask parents to remember that teachers will be communicating with many other families, and that communications should be essential, succinct, and self-aware. We also encourage parents to have their children explain the Online Learning Systems (Microsoft Teams, The HUB, Imagine Math, etc.) teachers are using.
4. Begin and end each day with a check-in. Parents are encouraged to start and finish each day with a simple check-in. In the morning, ask your child what they are learning today? How will they spend their time? What resources do they require? What support do they need? This brief grounding conversation matters. It allows children to process the instructions they've received from their teachers. It helps them organize themselves and set priorities. Older students may not want to have these check-ins with parents (that's normal!), but they should nevertheless. Parents should establish these check-ins as regular parts of each day. Not all students thrive in a virtual learning environment; some struggle with too much independence or lack of structure. These check-in routines need to be established early, before students fall behind or begin to struggle.
5. Take an active role in helping your children process and own their learning. In the course of a regular school day at Condit, your son or daughter engages with other students or adults dozens if not hundreds of times. These social interactions include turning to a peer to exchange a thought or idea, participating in small or large group discussions, asking

questions for clarification, collaborating on group projects, and countless other moments. While some of these social interactions will be re-created on virtual platforms, others will not. Human beings learn best when they have opportunities to process their learning with others. Beyond the check-ins recommended at the start and end of each day, parents should regularly circle back and engage with their children about what they're learning. However, it's important that your children own their work; don't complete assignments for them, even when they are struggling.

6. Establish times for quiet and reflection. A huge challenge for families with multiple children will be how to manage all of their children's needs, especially when those children are different ages and have different needs. There may be times when siblings need to work in different rooms to avoid distraction. Parents may even experiment with noise-cancelling headphones (no music necessary!) to block out distractions.
7. Encourage physical activity and/or exercise. Make sure your children remember to move and exercise. This is vitally important to their health, wellbeing, and to their learning. Coach Johnson will recommend activities or exercises, but it is important for parents to model and encourage exercise! Think also about how your children can pitch in more around the house with chores or other responsibilities. Don't let your children off the hook – expect them to contribute!
8. Remain mindful of your child's stress or worry. It is imperative for parents to help their children manage the worry, anxiety, and range of emotions they may experience from being out of school. Difficult though it may be, do your best not to transfer your stress or worry to your children. They will be out of sorts, whether they admit it or not, and need as much normal routine as parents can provide. Our school counselor, Mrs. Nieto, and the entire administrative team are available for support and guidance in terms of the stress and worry you may observe in your children.
9. Monitor how much time your child is spending online. The goal is not to have students staring at computer screens for 5-6 hours a day. We ask that parents remember most teachers are not experts in virtual learning and that it will require some trial-and-error before we find the right balance between online and offline learning experiences. Condit's Admin Team and teachers will periodically check in with you to assess what you're seeing at home and what we need to adjust. We thank you in advance for your patience and partnership!

## Roles and Responsibilities during Virtual Learning

School Personnel Roles and Responsibilities	
Principal	<ul style="list-style-type: none"> <li>● Establish clear expectations for campus procedures for online learning aligned with the HISD Instructional Continuity Plan</li> <li>● Communicate with the central office on a weekly basis to ensure alignment of resources</li> <li>● Hold weekly meetings with staff and the leadership team</li> <li>● Communicate on a weekly basis with the community via website, email, and social media</li> <li>● Check-in with teachers and visit their virtual classes for at least on a weekly basis</li> <li>● Monitor attendance, grades, and interventions</li> <li>● Complete required online professional development</li> <li>● Establish a virtual learning schedule for remote instruction</li> <li>● Student online discipline should be addressed according to the district’s student code of conduct.</li> </ul>
Leadership Team	<ul style="list-style-type: none"> <li>● Establish and maintain clear channels of communication between faculty, and families</li> <li>● Support faculty and families shifting to a virtual learning environment</li> <li>● Support all teachers and teams in implementation</li> <li>● Provide models and structures for virtual lessons and units</li> <li>● Recommend new methods for providing feedback to students</li> <li>● Support teachers and teams as they design methods to assess student learning</li> <li>● Support teachers and teams in developing strategies to differentiate and/or extend learning</li> <li>● Monitor the tech needs of teachers, students, and parents to troubleshoot challenges</li> <li>● Check-in with teachers and visit their virtual classes on a weekly basis</li> <li>● Attend professional learning communities (PLCs)</li> <li>● Communicate with the Office of Special Populations regarding services provided to students to assure campus services are documented, current, and compliant with district, state and federal guidelines.</li> <li>● Complete required online professional development</li> <li>● Campus administrators will administer assessments as guided by the Student Assessments department</li> </ul>

<p>Grade Level Teachers</p>	<ul style="list-style-type: none"> <li>● Collaborate with other members of your team to design virtual learning experiences for your students</li> <li>● Communicate frequently with your students and, as needed, with their parents</li> <li>● Provide timely feedback to support your students' learning</li> <li>● Collaborate with teammates to ensure manageable student workloads.</li> <li>● Create a sufficient, instructional support schedule in which teacher interactions are predictable so that students know how and when to interact</li> <li>● Construct and provide students/parents with a course information to convey goals, objectives, and class expectations</li> <li>● Schedule teacher availability for students, in advance, that is predictable and clearly defined for student progress</li> <li>● Provide students with clear means to engage with daily instructional resources and activities</li> <li>● Develop and provide engaging lesson plans at least once a week in advance</li> <li>● Ensure the engagement of academic work is equivalent to the engagement over a normal school year</li> <li>● Provide student feedback weekly including next steps or necessary remediation to improve student performance</li> <li>● Post instructional resources and materials on the HUB</li> <li>● Ensure students can access instructional resources and materials when needed</li> <li>● Check email daily and respond within 24 hours</li> <li>● Update grades &amp; provide student feedback weekly</li> <li>● Meet weekly for professional learning communities (PLCs) with colleagues</li> <li>● Complete required virtual and program specific professional development</li> <li>● Follow student IEPs regardless the learning environment to ensure they receive a Free, and Appropriate Public Education (FAPE)</li> <li>● Communicate with the Office of Special Populations regarding services provided to students' progress, growth and concerns regarding services provided</li> <li>● Ensure that lessons are recorded when delivered to students</li> </ul>
<p>Counselor</p>	<ul style="list-style-type: none"> <li>● Serve as liaison for communication with students or families in crisis</li> <li>● Communicate with teachers about students or families in crisis</li> <li>● Proactively share resources related to wellness or crisis</li> </ul>

	<p>management with the community.</p> <ul style="list-style-type: none"> <li>● Check-in with students for instructional or emotional supports, including those who are not participating on a continual basis</li> <li>● Establish a schedule for wellness checks for teachers and students</li> <li>● Communicate with the Office of Special Populations regarding services provided to students</li> <li>● Complete required virtual professional development</li> </ul>
Enrichment Teachers	<ul style="list-style-type: none"> <li>● Being mindful of materials and equipment students may or may not have in their homes, develop meaningful activities</li> <li>● Communicate with and provide feedback to students</li> <li>● Identify opportunities to collaborate with classroom teachers to integrate art, music, technology, literacy, and physical education into classroom experiences.</li> </ul>
Support Staff	<ul style="list-style-type: none"> <li>● Communicate regularly with classroom teachers and administration to identify way to support students</li> <li>● Monitor student learning, provide feedback as requested by supervising teacher</li> </ul>

<b>Student Roles and Responsibilities</b>	
<ul style="list-style-type: none"> <li>● Establish daily routines for engaging in learning experiences (ex: start time)</li> <li>● Identify a comfortable, quiet space in your home where you can work effectively and successfully.</li> <li>● Complete assignments honestly, do your best work</li> <li>● Communicate proactively with your parents and/or teachers if you need additional help</li> <li>● Approach all learning the same way as you would in the face to face school</li> <li>● Check the HUB and Microsoft Teams for information on classes, assignment, and resources</li> <li>● Complete and submit assignments on time</li> <li>● Create a learning space at home to do schoolwork</li> <li>● Participate in online activities and assignments provided by your teachers</li> <li>● Know how to navigate access and navigate online resources</li> <li>● Complete independent reading goals</li> </ul>	
<b>Parent/Guardian Roles and Responsibilities</b>	
<ul style="list-style-type: none"> <li>● Learning at home can be a balancing act. However, establishing a routine will help students be more successful in their learning.</li> <li>● Provide an appropriate learning space for the students when possible</li> <li>● Communicate any instructional needs to the campus such as a lack of device or</li> </ul>	

internet connection as defined in the campus communication plan

- Consistently monitor campus and district communication for continuous updates via callouts and websites.
- Maintain communication with teachers as needed
- Connect with your student every day at a time that works well for your household. This might be a quick check-in a few times a day or a longer check-in in the morning or evening.
  - Some questions that might help spark a conversation include:
  - Were you able to complete all the assigned activities?
  - What did you learn/practice/read today?
  - What was easy or challenging for you?
  - Do you have any questions for your teacher?
  - Monitor student time on task and encourage physical activity and/or exercise.

Provide support to your children by adhering to the following 9 guideline for Condit ES Parents:

- Establish routines and expectations
- Define the physical space for your child’s study
- Monitor communications from your children’s teacher
- Begin and end each day with a check in
- Take an active role in helping your children process their learning
- Establish times for quiet reflection
- Encourage physical activity and/or exercise
- Remain mindful of your child’s stress or worry
- Monitor how much time your child is spending online

Provide support for your children while they are learning virtually, while at the same time allowing them to interact independently with the teacher and their content.

Example: Microsoft Teams calls with the teacher need parent tech support, but not parent prompting.

For questions about...	Contact
A specific assignment or password help	Classroom teacher
A technology problem	HISD Helpdesk
A device problem	Ms. Pruetz our campus technologist
Personal or social emotional problem	Ms. Nieto our school counselor
Other issues	Mr. Greenberg our school principal

## Updating Technology Needs in PowerSchools - How will Condit ensure all students have access to meaningful learning content?

In conjunction with the Houston Independent School District, students who do not have their own device will be provided a device and an internet hotspot. Per district guidelines, student information in this regard will be updated on the spreadsheet sent out by HISD Technology and then entered, and maintained, in PowerSchools when that comes online on August 3, 2020.

- Parent survey emailed out and posted on Class Dojo on July 24 for parents to update information on access and devices.
- Condit staff will follow up with phone calls to parents who did not respond to the survey by Thursday July 30.
- New families will be contacted with PowerSchools is back online August 3, 2020.

## **Technology Systems**

During remote operation of schools, teachers and students will use our district adopted platforms to communicate and provide instruction. Microsoft Teams will be used to provide instructional support and host live class meetings with students. The district's adopted learning management system (LMS), the HUB (itslearning), will be used to host, deliver, and manage content, instructional resources, and student assignments. The HUB will also be used to monitor student engagement and progress.

Teachers and students may also use Microsoft Office 365 Suite and Google for Education Suite (G-Suite) to access a variety of productivity tools to enhance communication and support the creation of instructional content, resources and other essential elements for the learning process. Parents can access student information and communicate with teachers via HISD Connect.

### **Office 365**

HISD teachers and students have access to Office 365 for Education. It is an online, cloud-based suite that offers communication and productivity tools such as Outlook, Word, Excel, PowerPoint, OneNote, and OneDrive.

### **Microsoft Teams**

Microsoft Teams is a digital platform that offers virtual communication and collaboration between students and teachers. Students can be provided with continued support and enhanced learning experience through conversations, video and audio meetings, and live events.

### **The HUB (it's Learning) <https://houston.itslearning.com>**

The HUB, also known as itslearning, is the district's learning management system. The platform provides access to multiple digital resources to personalize instruction through digital lesson plans created by teachers and the curriculum department. Teachers can use the platform to create and grade assignments and share resources with colleagues and students.

### **GSuite**

GSuite is a cloud-based application that makes learning accessible anywhere with internet access. All HISD personnel and students have Google accounts that are managed by Houston

ISD and accessed by using their district credentials and network password. Teachers and students have the GSuite for education which gives them access to Google Slides, Google Docs, Google Sheets, Google Forms, Google Sites, Chrome Sync, Google Drive, and Google Drawings.

### Digital Resources Page

HISD provides a variety of educational resources for students to access. The collection of resources is district approved tools and applications that include textbooks, content-specific applications, online reading libraries, and formative and summative assessment tools. Students and teachers can gain access to the education material needed for their specific class. Students can also access assessment tools such as Ontrack and Renaissance as well as check out books from MackinVia and MyOn.

#### OVERVIEW OF TECHNOLOGY SUPPORTS

	OFFICE 365	MICROSOFT TEAMS	HUB	GSUITE	DIGITAL RESOURCES	ONTRACK & RENAISSANCE	HISD CONNECT
Students	<ul style="list-style-type: none"> <li>Access HISD email &amp; communicate with teachers</li> <li>Access online office suite</li> <li>Access &amp; save documents to OneDrive</li> </ul>	<ul style="list-style-type: none"> <li>Attend live class meetings</li> <li>Communicate with teachers</li> </ul>	<ul style="list-style-type: none"> <li>Access and turn in-class assignments</li> <li>Access instructional Content &amp; Resources</li> <li>Access Digital Resources</li> </ul>	<ul style="list-style-type: none"> <li>Access &amp; Save Documents to Google Drive</li> <li>Collaborate with classmates for team projects</li> </ul>	<ul style="list-style-type: none"> <li>Access digital textbooks and ancillary resources</li> </ul>	<ul style="list-style-type: none"> <li>Access classroom and district assessment</li> <li>Access report and TEKS performance for instant feedback</li> </ul>	<ul style="list-style-type: none"> <li>Access school calendars and class schedule</li> <li>Monitor grades</li> </ul>
Teachers	<ul style="list-style-type: none"> <li>Access HISD email and communicate with campus administration</li> <li>Access Online Office Suite</li> <li>Access and Save Documents on One Drive</li> </ul>	<ul style="list-style-type: none"> <li>Create Teams Classes</li> <li>Conduct Live Class Meetings</li> <li>Communicate with Students</li> </ul>	<ul style="list-style-type: none"> <li>Share instructional resources with students</li> <li>Create assignments</li> <li>Monitor student progress</li> </ul>	<ul style="list-style-type: none"> <li>Access and save documents to Google Drive</li> <li>Create shared drives for department collaboration</li> </ul>	<ul style="list-style-type: none"> <li>Create and assign assignments from digital textbook</li> <li>Create ancillary assignments from resources</li> </ul>	<ul style="list-style-type: none"> <li>Create or assign assessments from campus or district level</li> <li>Analyze reports for Data Driven Instruction &amp; monitor student progress</li> </ul>	<ul style="list-style-type: none"> <li>Input grades and attendance</li> </ul>
Parents	<ul style="list-style-type: none"> <li>Ability to provide students with support</li> </ul>	<ul style="list-style-type: none"> <li>Participate in Teams Meetings and Teams Live Events</li> </ul>	<ul style="list-style-type: none"> <li>Ability to provide students with support</li> </ul>	<ul style="list-style-type: none"> <li>Ability to provide students with support</li> </ul>	<ul style="list-style-type: none"> <li>Ability to provide students with support</li> </ul>	<ul style="list-style-type: none"> <li>Access data to provide students with support</li> </ul>	<ul style="list-style-type: none"> <li>Access student grades and attendance</li> </ul>

## PreK Priorities

- Virtual learning for preschool children remains holistically focused on broad language, cognitive, physical, and social emotional development.
- Learning activities and experiences will emphasize interaction and creativity. These activities will require minimal specialized material.
- The PreK teachers will provide parents with weekly lesson plans with recommended activities and experiences to target foundational skills.

Subject Area	Activities
Emergent Literacy Activities - Reading Workshop and ELA	<ul style="list-style-type: none"> <li>• Teachers facilitate short, synchronous live class interactions(instruction, CFU, SEL, etc.) with students via Teams.</li> <li>• Students complete work as assigned by teachers independently</li> <li>• Teachers provide opportunities for small group instruction</li> </ul>
Emergent Numeracy Activities - Math and Daily Calendar	
Science/Social Studies	
Enrichment - Physical Education/Art/Library/Technology/Music	

## Elementary School K-5 Priorities

- Students will have both off and on screen learning activities designed to engage ES learners in experiences that connect to current curriculum.
- Learning tasks and activities will provide direction to families on how best to support student learning. Given the level of adult support required by elementary-aged students, our intent is to prioritize learning. It is expected that students in grades K-2 will need higher levels of parental support than students in grades 3-5.
- Teachers will engage in collaborative planning throughout the week with both their grade level teams and with campus instructional leaders.

Subject Area	Activities
English Language Arts	<ul style="list-style-type: none"> <li>• Teachers facilitate short, synchronous live class interactions (instruction, CFU, SEL, etc.) with students via Teams.</li> <li>• Independent Reading daily</li> <li>• Students complete work as assigned by teachers independently</li> <li>• Teachers provide opportunities for small group instruction</li> </ul>
Math	
Science	
Social Studies	
Enrichment - Physical Education/Art/Library/Technology/Music	

## Content Delivery

Teachers will deliver asynchronous instruction via the district adopted LMS, the HUB, while using Microsoft Teams to facilitate short synchronous, direct and small group instruction. HUB content will be organized in a logical format to allow students, and parents, ease of navigation to support self-guidance of course materials. Instructional materials and assignments will be broken up into weekly plans containing daily student expectations.

Each weekly instructional plan will contain:

- **Overview Page:** The overview page will describe objectives, activities, assignments, assessments, and/or resources to provide multiple learning opportunities for students to master the content.
- **Clear and Explicit Directions:** Directions will be clear and explicit to support the asynchronous learning experience.
- **Assignments:** During remote learning students will complete and submit two assignments per week, per subject. Additional opportunities to demonstrate mastery by revising or reassessing work may be provided.
- **Multiple Learning Paths:** Lessons and units that contain multiple learning paths to support the reinforcement of concepts to improve retention of knowledge that is based on student needs
- **Teacher and Student Interactions:** Opportunities for appropriate teacher-student and student-student interactions, that includes student feedback and reflection
- **Resources:** Instructions on how students can access resources that enrich the course content and assist in achieving mastery
- **Assessments:** Provide a variety of assessment opportunities that include student products. Assessments will ensure continued information on student progress remotely
- Addresses accessibility concerns through all course materials
- **Special Populations Support:** Grade level planning will include instructional materials and resources that adhere to and support student accommodations and modifications to support all students.
- **Adaptive Learning Activities:** Instructional materials will provide options to adapt learning activities that accommodate student needs
- **Check for Understanding:** Strategies and tools to check student understanding during small group instruction.

Students will have the opportunity to complete the assigned work at their own pace **within the daily learning schedule** set by their campus. Teacher supports might take the form one-to-one. Microsoft Teams calls, pre-recorded lessons, supplemental materials, or small group instruction via Microsoft Teams.

## Fall Virtual Schedule

Our goal with the virtual schedule is to provide synchronous parts of the day for families who prefer direct engagement, while also ensuring all content and instruction is available asynchronously. In the chart below you will find the different pieces of the virtual instructional day. The chart on the following page shows how all of these pieces fit together for the different grade levels. Our goal is to mirror the best practices of our instructional day when we are in-person and create that learning flow online. Each piece is important in creating the Condit student experience.

Morning Circle <i>on Microsoft Teams</i>	Our campus has focused on regular use of restorative circles to start the day and check in, we want our virtual classrooms to continue to employ these strategies so we have incorporated that each schedule.
Whole Group <i>on Microsoft Teams</i>	Whole group happens 3 times each day for PK-1 and 4 times each day for grades 2-5. It is important to spend 15-20 minutes setting the stage for the academic work that will be done that day. Live whole group lessons will be conducted on Microsoft Teams and will be recorded for asynchronous viewing.
Small Group on <i>on Microsoft Teams</i>	Small groups will be pulled during the independent work time noted on the schedule below. Groups are flexible and the skill work will be targeted, exactly the standards we use when we are live face to face.
Graded Work <i>on The HUB</i>	We have created a school wide schedule for submission of graded work - our goal is to avoid too many assignments on any given day, so we have determined which subjects will have an assignment on specific days.
Live Teacher Office Hours <i>on Microsoft Teams</i>	We will have a school wide Teacher Office Hours that will be held on Microsoft Teams so that students and parents will have regular, live access to teachers to ask questions and get additional help.
Documentation and Outreach	We have designated time in the day for teachers to document their academic accommodations for our special population students. Additionally, we have built in time at the end of the day for teachers to do outreach to students who had not been present in any part of instruction today and/or had not turned in work that day.

	PreK	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5						
7:30	Morning Announcements with Mr. Greenberg												
7:40	Small Group & Individual Assessment	Independent/ Family Reading	Independent/ Family Reading	Morning Circle	Morning Circle	Morning Circle	Morning Circle						
7:50													
8:00		Morning Circle	Morning Circle	Mini Lesson 1 (20 minutes)									
8:10													
8:20		ELA/R Mini Lesson (20 minutes)	Mini Lesson 1 (20 minutes)										
8:30													
8:40	Morning Circle			Small Group & Independent Work									
8:50													
9:00	Calendar/Math Mini Lesson (20 minutes)	Small Group & Independent Work	Small Group & Independent Work										
9:10													
9:20	Small Group & Independent Work					Mini Lesson 2 (20 minutes)	Mini Lesson 2 (20 minutes)	Mini Lesson 2 (20 minutes)	Mini Lesson 2 (20 minutes)				
9:30													
9:40	Student Enrichment - Live Lesson (30 min)	Student Enrichment - Live Lesson (30 min)	Student Enrichment - Live Lesson (30 min)	Student Enrichment - Live Lesson (30 min)	Student Enrichment - Live Lesson (30 min)	Student Enrichment - Live Lesson (30 min)	Student Enrichment - Live Lesson (30 min)						
9:50													
10:00													
10:10	Enrichment Independent Activity	Enrichment Independent Activity	Enrichment Independent Activity	Enrichment Independent Activity	Enrichment Independent Activity	Enrichment Independent Activity	Enrichment Independent Activity						
10:20													
10:30													
10:40	Recess	Math Mini Lesson (20 minutes)	Mini Lesson 2 (20 minutes)	Independent Reading & Student/Teacher Conferences									
10:50													
11:00													
11:10	Small Group & Independent Work	Small Group & Independent Work	Small Group & Independent Work										
11:20						Mini Lesson 3 (20 minutes)	Mini Lesson 3 (20 minutes)	Mini Lesson 3 (20 minutes)	Mini Lesson 3 (20 minutes)				
11:30													
11:40	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch						
11:50													
12:00													
12:10	Small Group & Independent Work	Science/Social Stds Mini Lesson (20 minutes)	Mini Lesson 3 (20 minutes)										
12:20													
12:30	ELA Mini Lesson (20 minutes)	Independent Work & Student/Teacher Conferences	Independent Reading & Student/Teacher Conferences	Small Group & Independent Work									
12:40													
12:50	Small Group & Independent Work	Rest Time & Student/Teacher Conferences											
1:00						Mini Lesson 4 (20 minutes)	Mini Lesson 4 (20 minutes)	Mini Lesson 4 (20 minutes)	Mini Lesson 4 (20 minutes)				
1:10													
1:20													
1:30	Rest Time & Student/Teacher Conferences	Recess	Recess	Recess	Recess	Recess	Recess						
1:40													
1:50													
2:00	Teacher Office Hours on TEAMS	Teacher Office Hours on TEAMS	Teacher Office Hours on TEAMS	Teacher Office Hours on TEAMS	Teacher Office Hours on TEAMS	Teacher Office Hours on TEAMS	Teacher Office Hours on TEAMS						
2:10													
2:20													
2:30	Student Independent Work Time/Teacher Outreach	Student Independent Work Time/Teacher Outreach	Student Independent Work Time/Teacher Outreach	Student Independent Work Time/Teacher Outreach	Student Independent Work Time/Teacher Outreach	Student Independent Work Time/Teacher Outreach	Student Independent Work Time/Teacher Outreach						
2:40													
2:50													
3:00													
3:10													
3:15													

## Professional Development for Parents & Students

### Students

These introductory training sessions are to provide entry into the District’s learning management system, the HUB, as well as other district resources for instruction and communication. Teachers will utilize these throughout the school year in alignment with the respective courses being taught.

Platform Topic	Required/Optional	Timeline	Description
Intro HISD @ H.O.M.E. for Elementary Students	All ES Students (Required)	August 2020 and upon entry into District	Learn to access HISD resources such as the HUB, Teams, and HISD Email. Develop a learning plan with the help of your parents.
Using the HUB	All 1-12 grades students (highly encouraged)	August 2020 and upon entry into District	Learn how to use the HISD HUB to submit assignments, navigate courses, and install the HUB app on your phone or other mobile devices.

### Parents

The following professional development will encompass introductory training to support synchronous and asynchronous learning. Parents will receive training to support their students as they navigate and utilize the HUB, Houston ISD’s Learning Management System (LMS), and other district resources while at home. All professional development will be evaluated and formatted for repeated asynchronous and synchronous presentations periodically throughout the school year.

Platform Topic	Required/Optional	Timeline	Description
Intro HISD @ H.O.M.E. for Parents	Highly Recommend	August 2020 and upon entry into District	Learn how to best support your learner during HISD @ H.O.M.E. by helping develop a learning schedule, communication plan, how to access district instructional resources and where to locate additional support.
Using the HUB	Optional	August 2020 and upon entry into District	Learn about the Imagine Learning Suite that the district uses to supplement learning. Understand how to support students in using the resource and how to read and use the progress reports.

Microsoft Teams Guide for Parents & Guardians: <https://bit.ly/3hQVYGU>

## Grading Policy

Students enrolled in remote/virtual instruction follow the same grading policies as in-person instruction. Teachers receive support and guidance on effective grading practices to ensure that grading guidelines are followed in both instructional models. Grades **will be taken** during each grading cycle of the 2020-2021 school year. All cycle grades will be used in the calculation of the final average for any class. Grades should reflect student mastery of the content being taught and should not overly-rely on student work habits.

How many assignments will my child be required to complete?	There will be 2 graded assignments per week, per subject in Reading, Language Arts, and Math. For the subjects of Science and Social Studies there will be an average of 1 graded assignment per week.
Is there a difference for PreK and Kindergarten?	PreKindergarten and Kindergarten use a standards based report card so there may be differences in the type and amount of work that is assigned.
Will grades be broken into weighted categories?	No. All grades will be in a single category by subject. Major assignments will count as a double assignment.
What is the policy for reassessment?	Teachers will provide additional opportunities to demonstrate mastery by revising or reassessing work.
When are daily assignments due?	Students will have until 11:59pm each day to complete the work assigned.
What is the late work policy?	If work is completed after the due date there will be a 10 point penalty. Assignments will be accepted and graded during the current grading cycle.
When will we receive progress reports and report cards?	Report cards will run on a 6 week cycle this year, progress reports will be run 3 weeks into each grading cycle.

## Attendance

Students who engage in learning activities via the HUB, participate in a Teams meeting with teachers, or submit assignments via the HUB are considered “present” and will not be marked absent. If you have any questions regarding attendance please contact Ms. Hernandez at [IHERNAND@houstonisd.org](mailto:IHERNAND@houstonisd.org),

Students can engage with their teacher though the following:

- Daily participation in the HUB, the HISD Learning Management System (LMS), completion of independent reading and work assignments, use of assigned digital tools, and/or group interactions.
- Interaction with teachers via Teams as part of live or small group instruction.
- Students assignment submission via the HUB for each scheduled class. When unable to submit via the HUB students can submit assignments via emails, photos, phone conferences or other forms of documentation.

This absence can be resolved if the student engages in daily learning assigned by their teachers via the HUB by 11:59 p.m. that same day. Parents and students will receive absence notifications via School Messenger after 6:00 p.m each day and will be reminded of the opportunity to resolve that day’s absence if the student engages in learning before 11:59 p.m of the same day via the HUB. Any absences recorded, but resolved by the student before 11:59 p.m on the same day, will be reconciled based on login records of the HUB.

If a student is engaged in remote learning and completes the entire week’s worth of learning activities on Monday and does not log in for the remainder of the week, he/she will be marked “present” on Monday only and counted “absent” for Tuesday-Friday.

## Academic Honesty

Habit #1, Be Proactive, means doing the right thing even when nobody's looking. Students will never have a better opportunity to live this value. Our expectations on all assignments is original thought, personal best effort, and avoiding academic dishonesty. Academic dishonesty includes but is not limited to the following:

Cheating by:

- Obtaining work or information from someone else.
- Communicating answers with another person during an individual assignment.
- Allowing another person to do one’s work.
- Plagiarism, by representing someone else’s ideas, words, statements, or other work as one’s own without proper acknowledgment or citation. Examples of plagiarism include: copying word for word, using specific phrases or terms from a source or reference, whether oral, printed, or on the internet, without proper attribution.

A student who is caught cheating or plagiarizing, will be assigned a grade of zero for the assignment.

## Registration

Registration will continue online via email until an HISD registration system allows campuses to register students digitally. Application packets are available digitally, in both English and Spanish, for parents to complete and return via email. Ms. Ines Hernandez, our SIRS Clerk, will be the point of contact for parents who need to register their child. Additionally, there is a sign on the door with a Google Form link that parents can complete to indicate they need a packet emailed to them.

## Wellness Team Procedures

Condit Elementary will adhere to the policies, procedures, and protocols outlined in the HISD 2020-21 Instructional Plan including

- Establishing a Wellness Team with 10 team members and 10 thermometers including the Principal Greenberg and Nurse Hall
- Entry screenings for adults, and eventually students, entering the building
- Physical distancing protocols
- Wearing Personal Protective Equipment (students, employees, visitors)
- Hygiene protocols
- Cleaning and disinfection protocols
- Infection protocols by health professionals on campus

## Contacting Students

Before school begins	Front office team will use surveys and phone calls to communicate with parents to ascertain their needs and ensure they are aware of the district's virtual learning plan.
During school	Teachers and staff have a designated outreach time each day to contact students and parents who may need additional assistance participating in lessons and completing work.

## Monitoring Student Engagement

Condit's Leadership Team, Teachers, and Parents will work in concert to monitor engagement and take the appropriate proactive, and reactive steps, when engagement isn't appropriate. For school staff, there are times designated during the instructional day to check for engagement and to follow up with any students or families who are not engaging appropriately in the lessons and/or work assigned.

## Social Emotional Learning

The Social Emotional Learning Department promotes the process for helping children and adults develop fundamental skills for life effectiveness. SEL teaches social competencies and interpersonal skills we need to be successful citizens, have positive relationships, and function effectively in society. These skills are designed to foster positive student academic outcomes and to help adults understand, develop, and model SEL skills such as:

- recognizing and managing our emotions
- developing caring and concern for others
- establishing positive relationships
- making responsible decisions, and
- managing challenging situations constructively and ethically.

<p>Students, Parents, Guardians at Home</p>	<ul style="list-style-type: none"> <li>● Establish routines to help each child be more successful.</li> <li>● Monitor use of social media platforms and limit viewing of news broadcasts.</li> <li>● Students may develop symptoms of anxiety, depression, and post-traumatic stress. Understand the role mental health plays in the development of the whole scholar in physical health, school performance, and behavior.</li> </ul> <p>SEL supports include resources and trainings on various topics such as:</p> <ul style="list-style-type: none"> <li>● Weekly Webinars based on current SEL and Mental Health topics</li> <li>● How to effectively utilize SEL resources at home to provide hands on tools to support scholars</li> <li>● Understanding the reasons that may cause a scholar to display challenging behaviors, adjustment problems,</li> <li>● and offer various options and solutions to effectively respond to the behavior</li> <li>● Mindfulness – relaxation techniques, calmly accepting feelings, noticing your reactions, feelings in the body, and helpful versus harmful thoughts</li> <li>● Effective parenting for children experiencing trauma:             <ul style="list-style-type: none"> <li>○ Identifying patterns of behavior and reactions that do not seem to “fit” the situation (triggers)</li> <li>○ What distracts your child, makes him or her anxious, or results in negative behavior?</li> <li>○ Help your child avoid situations that trigger trauma</li> </ul> </li> </ul>
<p>Teachers</p>	<p>SEL Support:</p> <ul style="list-style-type: none"> <li>● Trainings and supports for Integrating SEL into Academics</li> <li>● Access to district wide virtual platform SEL curriculum (RethinkED)</li> <li>● Self-guided training library via the HUB</li> </ul>

	<ul style="list-style-type: none"> <li>● Deliver workshops on Cultural Sensitivity, De-escalation, Self-Regulation, Social Awareness, Problem Solving, Conflict Resolution, Cyberbullying, Relationship Building, and Trauma</li> <li>● SEL Coordinator support with implementing SEL programming and effective classroom management across all platforms</li> <li>● Troubleshoot specific Tiers II &amp; III behavioral concerns</li> <li>● Offer Professional Learning Community (PLC) on targeted needs</li> <li>● Assess alignment of SEL competencies and effectiveness of interventions</li> <li>● Incorporate Self Care and Mindfulness for teachers</li> <li>● Monitor and reinforce Trauma Informed Practices to build capacity and measure behavior outcomes by focusing on needs of each student</li> </ul>
<p>Leadership Team</p>	<ul style="list-style-type: none"> <li>● Check-in with campus-based crisis team for suicide, threat assessments, and safety concerns</li> <li>● Facilitate trainings including, but not limited to: <ul style="list-style-type: none"> <li>○ TOTs (Trauma Informed/Responsive Practices, De-escalation, Restorative Discipline, Integrating SEL into Academics)</li> <li>○ Mental Health First Aid to identify, understand, and respond to mental health and substance issues</li> <li>○ Student Discipline Management (TEC Chapter 37 and HISD Code of Student Conduct)</li> <li>○ Cultural Sensitivity</li> <li>○ Campus Behavior Coordinator modules</li> </ul> </li> <li>● Assist with development of schoolwide behavior management systems to include implementation of progressive discipline management techniques and positive behavioral interventions and supports</li> <li>● Check-in with students with identified instructional or behavioral/emotional supports</li> <li>● Consult with behavior staff to develop tiered interventions and groups for students</li> <li>● Use the SEL OneSource website to access and capture the following information: <ul style="list-style-type: none"> <li>○ HISD SEL Crisis Protocol</li> <li>○ Sandy Hook referral process (Say Something Anonymous Reporting)</li> </ul> </li> </ul>